

THE SCHOOL JOURNAL

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The business department of THE JOURNAL is on another page.

All letters relating to contributions should be addressed plainly "Editors of SCHOOL JOURNAL." All letters about subscriptions must be addressed to E. L. KELLOGG & CO. Do not put editorial and business items on the first page.

Present Aspects of Pedagogical Science.

By Head Professor John M. Coulter, Chicago University.

Never in the history of education in America has there been such a universal movement towards change as now. Conscious that existing plans must be modified, all who are interested in education have a feeling of great unrest, and this feeling expresses itself at every educational conference. Discussions are endless, and often apparently fruitless, for opinions are as numerous as are the factors of the problem, and the mighty power of what has been over the frail form of what might be holds us with a death-like grip.

It is not probable that some great educational reformer will arise and lead us directly to the truth. In these days we are all searching for the truth so eagerly that it is not likely to come as a sudden revelation. It will probably come by a series of approximations, and it will not be recognized until it has been thoroughly tested; and when it is known and acknowledged no one can tell who has been responsible for it, for it will have been evolved gradually from all our former experience.

There is no problem concerning which we can so ill afford to be dogmatic; and no one concerning which we are so dogmatically inclined. There is no question concerning which past experience may be so unsafe a guide, since what we have attained cannot be compared with what we hope for and have a right to expect. There is no problem in which theorizing may lead so far astray, and no problem which has been so covered up with crude theorizing. We do not understand the structure we are seeking to modify and develop; we do not know what we want to do for it when we shall understand it; and we do not know how to accomplish when we shall know what we want. Out of this mass of negations we are constructing our hypotheses, and even venture to hope that they may stand.

That student of education has not advanced very far into his subject who has any great measure of confidence in his own opinions, or in those of any one else. The effect of all this should be, not a discour-

aged, but a receptive mind, not dogmatism, but liberality. There need be no expectation that the true education is just at hand, and those impatient souls who cannot rest content until everything is settled must cultivate the scientific spirit, which has learned to labor and to wait.

It is no less a fact, however, that the true education is nearer at hand than it was last year, and that its coming will be hastened in proportion to our dissatisfaction with the existing order of things, and our rejection of that mind-benumbing dogma that the past contains all that is best in education. Our educational growth should be like that of a vigorous tree, rooted and grounded in all the truth that the past has revealed, but stretching out its branches and ever renewed foliage to the air and the sunshine, and taking into its life the forces of to-day.

From the "University Record,"

Child Psychology.

It is only of comparatively recent years that the child has been studied from his own point of view. We do not, of course, mean to imply that some two hundred generations of humanity have lived and died without observing in their children, and not only observing, but also recording, the initial growth of the human intellect. But to study the child by a process of close mental superposition, to catch the first sparks of his consciousness, to detect, and even anticipate, the first germination of his faculties, not in quest of amusement or to satisfy an idle curiosity, but in order to encourage the growth and fan the spark into a flame—this is, undoubtedly, one of the newer forms of educational zeal, conceived, it may be, by our fathers and grandfathers, but not very practically displayed until within the last few years.

Professor Sully names a few of the pioneers who, like himself, have entered on this interesting field of inquiry, by the collection and classification of thousands of anecdotes, and by the preservation and comparison of quaint documents which must seem infinitely trivial to such as have no key wherewith to unlock their secrets. Our child-psychologists will do well not to neglect the accumulation of material which has been gathered in the past by mere lovers of childhood, who have had no art beyond their natural sympathy, and who live by virtue of that sympathy in the memory of their countrymen. Poets, essayists, story-writers, would supply Professor Sully and his friends with a wealth of illustration, varying widely, no doubt, in its value for scientific purposes, yet much of it dis-

tinctly valuable. An admirable volume, a meet companion for the "Studies of Childhood," might be made out of the best of such material; and it would serve, amongst other things, to prove once more how much that is indispensable to positive, practical, scientific, and technical education lies ready to the teacher's hand in the pages of the most unsystematic and imaginative literature.

We need not pause to indicate where the compiler of such a book would find his best and most abundant gleaning. One name will occur inevitably to the reader's mind. A somewhat dissolvent essay on Robert Louis Stevenson, printed in two recent numbers of the "Athenæum," ends with a paragraph to which few of his admirers will be likely to take exception:—

It is as the writer of "A Child's Garden of Verses" that Stevenson will live as a poet. Here he is at his strongest, and, indeed, above all competitors. Other writers see the child from the convex side, he alone from the concave side.... They have not dramatically entered the personality of the universal child and given utterance to his feelings. No one who reads the poems can fail to be startled by their dramatic truth; no one who reads them can doubt that he who wrote them was a man of genius. The way in which the wildly fanciful is in a child's mind mingled with the matter-of-fact was never rendered until the appearance of this unique little treasure-house of poetry.

We are discussing not poetry, but psychology; and the author of "Weir of Hermiston" was a psychologist if he was anything.

Let us take a few indications of the peculiar insight with which Stevenson, having set out to interpret for children their own thoughts in their own language, touches chord after chord of the delicate instrument of the childish soul. First, the dim dawn of observation:—

When I was down beside the sea
A wooden spade they gave to me,
To dig the sandy shore.
My holes were empty like a cup;
In every hole the sea came up
Till it could come no more.

The dawn of imagination:—

All night long and every night,
When my mamma puts out the light,
I see the people marching by,
As plain as day, before my eye.

...At first they move a little slow,
But still the faster on they go,
And still beside them close I keep
Until we reach the town of Sleep.

That is childhood's own instinctive sleep-charm. Then the dawn of ratiocination:—

A child should always say what's true,
And speak when he is spoken to,
And behave mannerly at table;
At least as far as he is able.

The association of ideas:—

The rain is raining all around,
It falls on field and tree;
It rains on the umbrellas here,
And on the ships at sea.

The instinct of adventure:—

Up into the cherry tree
Who should climb but little me?

I held the trunk with both my hands
And looked abroad on foreign lands.

...To where the roads on either hand
Lead onward into fairy land,
Where all the children dine at five,
And all the playthings come alive.

The presentiment of power, the complementary thought of his present impotence:—

When I am grown to man's estate
I shall be very proud and great,
And tell the other girls and boys
Not to meddle with my toys.

The play of fancy, and the extending of the imagination:—

We built a ship upon the stairs,
All made of the back-bedroom chairs,
And filled it full of sofa pillows
To go a-sailing on the billows.
...We sailed along for days and days,
And had the very best of plays.

The birth of wonder:—

On goes the river,
And out past the mill,
Away down the valley,
Away down the hill.

Away down the river,
A hundred miles or more,
Other little children shall bring my boats ashore.

Of complacency:—

The child that is not clean and neat,
With lots of toys and things to eat;
He is a naughty child, I'm sure—
Or else his dear papa is poor.

Of faith (after saying his prayers):—

I know that, till to-morrow I shall see the sun arise,
No ugly dream shall fright my mind, no ugly sight my eyes,
But slumber hold me tightly till I waken in the dawn,
And hear the thrushes singing in the lilacs round the lawn.

A great virtue of this little kindergarten of verses consists in their dramatic form. But get your child's expression where you will, so long as you get with it the conviction of its reality.

From "Educational Times."

Children's Punishments.

By Harry E. Reed.

The following question was recently submitted to the pupils of the public schools of Utica, N. Y.:

"Describe a punishment which you have received at home or in school, which you have considered just, and tell why you thought it just." In response to this there were 3,532 papers sent in by pupils, ranging from seven to sixteen years, inclusive. Of them, only 16 (3 boys and 13 girls) reported that they were never punished, thus reducing the number to be considered to 3,516, of whom 1,761 were boys and 1,755 girls.

It seemed very evident that many, especially of the younger pupils, understood the word punishment as meaning corporal punishment, and excluding all other kinds, and would say, "I did so-and-so, and was punished." This would crowd out of the question all offenses, save those for which castigation was administered, and would account for the large number in which

the kind of punishment was not described. There were 620 of these, of which 90 % should be added to the corporal punishment account. It is a little unfortunate that the full meaning of the word punishment was not explained to the younger pupils.

Three points were included in the average paper: The offense, the kind of punishment, and the reason for considering it just.

The continuous lines in chart I. represent the boys, and the dotted lines, the girls, and the comparative lengths of the lines, the comparative number of pupils reporting the different offenses.

The boys' line in "disobedience" represents 457 cases, and the girls' line, 453 cases, while each line in "lying" represents 30 cases. 910 in the one, against 60 in the other. Why this difference? There is no doubt that the proportion of lies is greater than the figures indicate. Is it easier to catch a child at disobedience than falsehood, or is disobedience regarded as the graver crime, and more thoroughly punished?

One of the most serious points brought out by a study of these papers is this: That lying, deceit, copying work, and all dishonorable practices are not regarded seriously enough by us teachers, and that we should adopt more stringent measures for putting down the sin and raising the standard of honor in our schools. The boy who refuses, as a "point of honor," to "tell on" another, soon refuses to confess his own faults; when asked, point blank, he lies about it, knowing that the others will not tell of him. As he grows older he copies work, cribs in examination, and through it all cannot see that he has, for one moment, done anything dishonorable and mean, except, perhaps, that lie, but then, "the others did the same thing."

It seems to me that we must begin at the beginning, by trying to make a clean, clear distinction in the children's minds between tale-bearing and delivering a wrong-doer up to justice. Let us be careful about putting temptation before them. Don't make it too easy to cheat. And then insist, so far as possible, on their living up to the truth, the whole truth, and nothing but the truth.

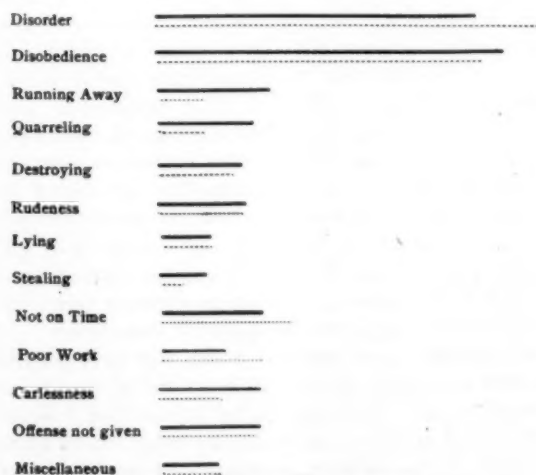


Chart I.—Comparative number of offenses.

I have reduced the lines for "disobedience" in chart I. to a diagram showing the percentage of cases of disobedience at different ages in the following:

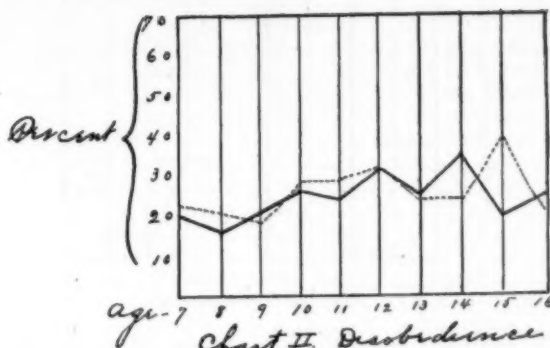


Chart II. Disobedience

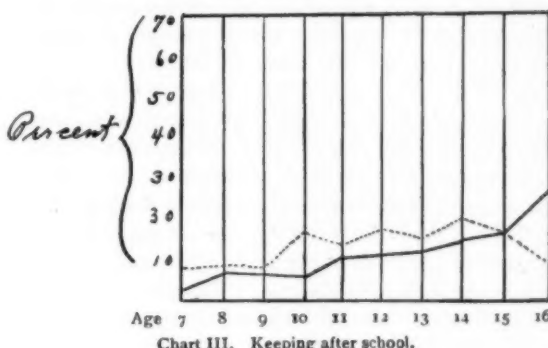


Chart III. Keeping after school.

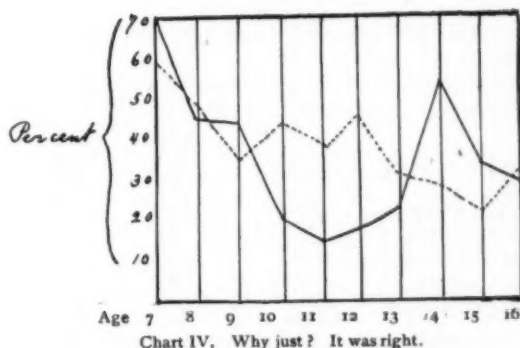


Chart IV. Why just? It was right.

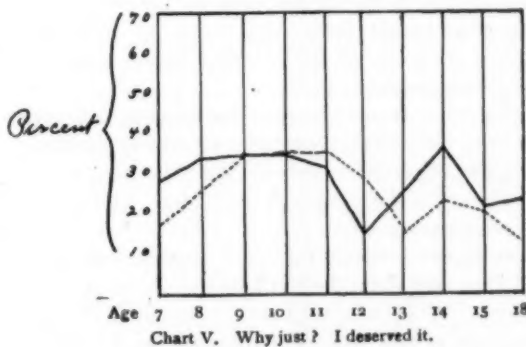


Chart V. Why just? I deserved it.

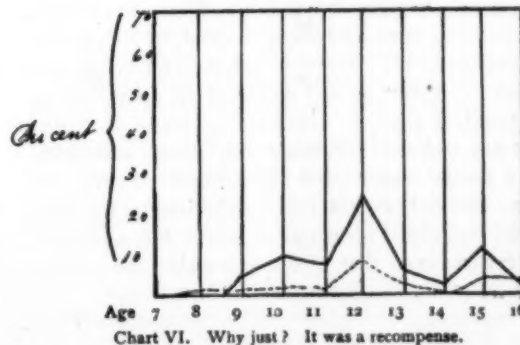


Chart VI. Why just? It was a recompense.

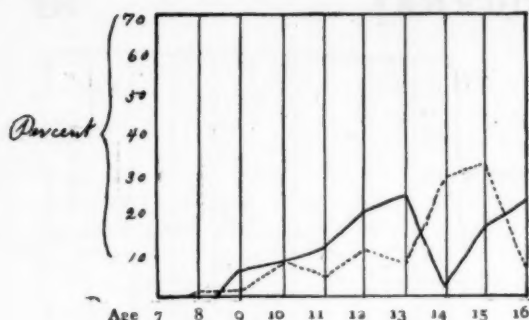


Chart VII. Why just? It reformed me.

The horizontal lines show the per cent. of cases, and the vertical lines, the varying ages of the pupils; the continuous line for boys, and the dotted line for girls, as before. The boys' line reads as follows: Twenty per cent. of the seven-year-old boys reported disobedience; seventeen per cent. of the eight-year; twenty-one per cent. of the nine-year; twenty-six per cent. of the ten-year; twenty-four per cent. of the eleven-year; thirty-two per cent. of the twelve-year; twenty-six per cent. of the thirteen-year; thirty-six per cent. of the fourteen-year; nineteen per cent. of the fifteen-year, and twenty-five per cent. of the sixteen-year. The girls' line is to be similarly read. It will be found that the lines are nearly parallel, the only noticeable divergence being at fifteen years. Attention is called also to the great irregularity from thirteen years on; this will receive comment later.

In regard to the kinds of punishments, the cases arrange themselves as follows:

	Boys	Girls
Confinement to room or house	253	323
Scolding	91	154
Deprived of some treat	158	218
Extra work imposed	74	95
Take natural consequences	138	92
Kept after school	182	252
Corporal punishment	455	232

If, as proposed before, we add 90 % of the unexplained punishments to the last item for errors in understanding we would have 1,305 cases of corporal punishment, or 37 % of the whole number, most of which were administered at home.

From the above it would appear that keeping indoors or sending to bed are very efficacious forms of punishment. This would seem to indicate that "keeping after school" lingers in the memories of children, and has a marked reformatory effect.

Herbert Spencer believes that there should be the relation of cause and natural effect between an act and its punishment. While we may heartily approve of this as a theory, we cannot believe it practical, as it is simply impossible to carry it out logically in the school-room. If a boy runs away from school, he misses the day's work, loses his interest in school, and in the end will suffer for it; but he will not feel his punishment soon enough to prevent his running away the next pleasant day and coaxing other boys to go with him. Yet, as a partial application of Spencer's theory, we might say that only satisfactory pupils deserve the little treats and occasional pleasures of school life, and deny him all favors; even that of our friendship for a short

time. If the latter is carried too far, he will come to consider his teacher an enemy, and will take pleasure in displeasing her. Would keeping a boy after school, to make up lost work, be a natural consequence of his running away?

From a careful study of the 3,500 papers there were but 230 cases found in which Spencer's theory was followed, and these, seemingly, rather by accident than design.

Does the steady rise of the boys' line in chart III. indicate that the punishment is used more freely with the older pupils? Or does it, rather, show that its efficiency increases with age? One thing, at least, seems true; that it a greater punishment for the older boys than for the older girls. This our experience will confirm.

The next four charts refer to the third division of the subject, "Why just?"

The younger children say that their punishment was just, because right, showing a lack of discrimination and a leaning on the judgment of their elders. The girls' line descends with considerable regularity, the boys' line showing a strong upward twist at 14 years, the reason for which is not apparent.

Another reason given was: "I deserved it." That line is lowest at 12 for boys and at 13 for girls, then rising abruptly in both, showing that the feeling of deserving punishment is strongest at 9, 10, 11, and 14 years, and weakest at 12, 13, and 16.

The feeling, "It was a recompense," or the "eye for an eye, and a tooth for a tooth" idea very closely allied to, "I deserved it," ascends sharply at 12 years, indicating that the idea of getting even is especially strong at that time.

By following the boys' line in chart VII. you will notice a regular ascent till at 13 years of age, 25%, then at 14 years, only 3%, report examination, then rising again at 15 and 16. Does it not say that the average boy shows and feels the results of his training, knows that one fault after another is being overcome? And then at 14,—mind, this is the average boy,—comes a sudden despondency, a feeling of the uselessness of it all, and a consequent recklessness that we have all remarked at this age.

In the last six charts the lines are most irregular from the age of 11 or 12 years on to the end. This has a deep significance. The physiological changes of that period are accompanied by violent psychological changes. Mental laws, which applied to younger children, are no longer uniform in their application. The boy who has hitherto been uniformly good, even tempered, and studious, now becomes inattentive, has unmanageable days, is easily touched by an appeal to his honor, but quickly relapses into his uneasy, irregular, and irresponsible ways. I say irresponsible advisedly. It is a time of violent emotions without mental power and balance sufficient to regulate them. It is the awkward age, when he is all feet and elbows.

We teachers have seen this often, but have usually referred it to innate badness of heart, rather than to its rightful cause. We have failed to see that it is the most critical period of the child's training, a time when he needs all the patience, kindness, and tactful care at our command. We must act as the balance-wheel to his inconstant, mental activities, accelerating when too

slow, retarding when too rapid, and, in the meanwhile, expecting frequent explosions. A skilful teacher at this time would do much toward straightening the irregular lines.

The point here for the teacher, is to recognize the great fact of adolescence and treat it with wise, patient thoughtfulness.

The Most Northerly Town in Europe.

By Mary Proctor.

We arrived at Hammerfest on Sunday evening at about 6 o'clock, and we realized that we were in the most northern town of Europe. Officers and sailors from the English man-of-war in the harbor, were parading the streets, mingling with the inhabitants of the town, and the queer-looking Laplanders. The streets are rugged and uneven, and the principal one follows the bend of the bay. Some of the houses are large, but most of them are small frame structures. There are a considerable number of warehouses of different sorts and sizes. The universal occupation seems to be that of cod fishing, supplemented by the sale of cod-liver oil. A fishy odor pervades the town, and the occupation of the inhabitants was obvious.

Hammerfest is overshadowed by Tyofjeld—that is, "Thief mountain," thus fancifully named because it robs the place of the sunshine it might otherwise enjoy. There are few towns built on a spot more barren, or surrounded by such a dreary, desolate landscape. Not a tree is to be seen, but only bleak, dark rocks. No road leads out of the place, for no farms are to be reached, and no wood to be brought from the surrounding country.

But the Laplanders, or Lapps, as they are usually called, are the chief attraction of the place. On our arrival at Hammerfest, they surrounded us, offering us furs, carved horn implements, moccasins, warus-teeth, and the like for sale. Some offered barnacles, calling them whale's eyes, and passed them off as such on suspecting members of our party. The wares sold by the Lapps are of the rudest type, and of no possible use to civilized people, but they are curious and serve as mementos of our visit to those northern latitudes. In the large towns there are several stores where goods manufactured by the better class of Lapps, can be had of a finer quality than those offered by the poorer Lapps, who are ready to pass off very inferior articles upon strangers. Their drinking cups, platters, and dishes are generally made of the wood of the birch, and those of our party, who were collecting spoons from every place we visited, accordingly added wooden spoons to their collection. The Lapps are very shrewd in trade, and are not without plenty of low cunning hidden behind their brown, withered, and expressionless faces. Strangely enough, a Laplander seemingly never has money in change, for if you hand him a dollar, for a ten-cent article, he keeps the ninety cents for himself. We only needed this experience once, to profit by it. The Lapps are to be seen by scores in the streets of Hammerfest, and we came upon a party of them, in a square known as the Lapp encampment, where the Lapps were seated around packing cases, serving as tables, on which we were surprised to see tea and biscuits. The Lapps were gossiping as at 5 o'clock tea, and doubtless regaling each other with the latest news, meanwhile staring at us, as much as we stared at them.

As it was Sunday, all were dressed in gala attire. The dresses of the women are of thick, blue woolen cloth, trimmed with red and yellow bands at the edge of the skirt. They also wore belts, which are considered the chief ornaments, and are decorated with copper or silver. The blouse is of a coarse, woolen stuff, and ornamented with silver braid. A rough, woolen cap, and woolen leggings of a bluish color completed the costume. The shoes are of reindeer leather, bound closely round the ankles by strips of cloth, and turned-up, pointed toes. The Laplanders are small in stature, being generally under five feet. As to their personal appearance, Paul du Chaillu gives the following graphic description:

"They have high cheek bones, snub noses, oblique Mongolian eyes, big mouths, large, ill-formed heads, faces preternaturally aged, hair like meadow hay, and very scanty beards."

Such is a pen-and-ink sketch of the ancient race that once ruled the whole of Scandinavia. By taking a short trip inland, one comes upon their summer encampment, formed of a few crude huts, outside of which they generally live, except in the winter months. The Lapps are the gypsies of the North, and occupy a very low place, in the social scale; certainly no higher than the Penobscot Indians of Maine. Their faculties are of a restricted order, and missionary efforts among them have never yielded any satisfactory results. Unlike our Western Indians, they are of a peaceful nature, neither treacherous nor revengeful. No people could be more superstitious, and they believe that the caves of the half-inaccessible mountains about them are peopled by giants and evil spirits. They still retain some of their half-pagan rites, such as the use of magical drums for conjuring purposes, and to frighten away evil spirits or malicious disease.

The funny-looking Lapp babies, in their cradles, or komse, as they are called, amused us. The cradles are made of a single piece of wood, and are about $2\frac{1}{2}$ feet long, by 15 or 18 inches wide, and are strung around the mother's shoulders. The children are kept in these cradles the greater part of the time till they begin to walk.

Every Lapp owns a dog, which is his most useful friend. In order to keep them hardy, strong, and healthy, they are treated roughly, never overfed, and are not allowed to rest until their owner does. Every man, woman, and grown child has his or her own dog, which obeys and listens only to the voice of his owner. They are exceedingly brave, and not afraid of wolves and bears, which they attack without fear, but with great cunning, taking care not to be bitten by them, and choosing their time and place to bite. The Lapp dog somewhat resembles the Pomeranian breed, and they are covered with long, thick hair.

What the camel is to the Arab of the desert the reindeer is to the Laplander. This small creature is the Lapp's horse, food, clothing, tent, and everything. When properly broken to harness, they carry lashed to their backs a hundred and thirty pounds, or drag upon the snow when harnessed to a sledge, 250 pounds, traveling ten miles an hour, for several hours, without apparent fatigue.

It is interesting to see the Lapp dogs keeping a flock of reindeer together. On the occasion of our arrival, a panic seized the herd, and it took all the cunning of these dogs and a great deal of running, to prevent the deer scattering in all directions.

The day after leaving Hammerfest, we visited the Lapp encampment at Haarskadt. We made our way to it across a swampy dell, and here we found a motley assembly of Lapps, dressed in their buckskin suits, moccasin shoes, and quaint-looking costumes. Each man, and even small child, had their knives in sheaths, buckled on to their belts. They use their knives for cutting, eating, killing, or any other way that may suggest itself. I began making a sketch of the tent, and the women were specially delighted, and would point to my sketch and then to their tents, and smile and chatter away to each other, in their own peculiar language. I peeped into one of the tents, and in the center I noticed a wood fire. Over it hung a cauldron, in which something was cooking. In one corner I noticed a table, with mugs and plates on it, in another corner a bundle of blankets, on which two or three dogs were curled up asleep. Bear skins were spread around in a most extravagant fashion, and cooking utensils were scattered all over the ground, suggestive of a possible family quarrel. The tent was made of sticks, covered with buckskin, and looked very primitive. On the top of the tent, where the sticks joined, I noticed a large wooden bowl, probably put there to catch the rain. We bought some curiously carved wooden spoons and ornaments from these people, and the whole settlement surrounded us as soon as they saw we were ready to spend our money. Even the dogs approached us, giving low, growling barks, and showing their sharp, white teeth. We certainly obtained a good idea of the Lapps from our glimpse of them at Hammerfest and Haarskadt, and we are not likely soon to forget our first introduction to the gypsies of the North.

Promotion Without Examination.

A writer from Italy to the "Educational Times" deplores the practice of promotion of pupils without examination now in vogue in Italian intermediate schools. This he attributes as a principal cause of "backwardness in every direction" in these schools. He says:

"The system in question does away with the need of reviewing the year's work as a whole, of turning it into an organized body of scientific attainment, whose every part is classified according to its relation to the rest, so as to allow of primary notions being plainly distinguished from those dependent upon them, and so forth. In order to meet official requirements it is sufficient to learn, for the time being, the lessons to which the prescribed monthly marks the allotted, and which may then safely be consigned to oblivion. Thus the mind, instead of being stored with orderly facts, mutually confirmed and illustrated, is encumbered with a mass of unconnected data; much as the site of a house might be filled with sand, iron, bricks, lime, timber, and stone, without the building itself having ever been commenced. Such is the result of a method whose chief recommendation is that it annually spares the teaching body the trouble of setting and revising examination papers, and the scholars that of preparing to give an intelligent account of what they had learned."

The writer would have examinations before promotion, and would make "the monthly minimum of marks a *sine qua non* of admission to the final test, as has been sensibly done in the elementary schools."

Education in the Transvaal.

The London "Times" intimates that the English-speaking population of the Transvaal is being discriminated against in the matter of education, that too little money is being spent for instruction in English as compared with Dutch, and that the Dutch superintendent of schools is employing far too many Dutch teachers in proportion to the number of English-speaking people. Besides delivering itself of figures in support of these assumptions, "The Times" presents these general statistics of education in the Transvaal:

"We find that in the year under review (1896) there were 395 schools in receipt of government aid, which were attended by an average number of 7,738 children. These figures, compared with those of 1895, show a decrease of twenty-seven schools and an increase of 521 pupils, and, as compared with 1892, a decrease of eighty-nine schools and of 194 pupils. If the figures for 1891 are taken, a still greater decrease is shown, there having been in that year 552 schools attended by 8,170 children, but, as the superintendent asserts (on what evidence is not very clear) that the figures for that year are inaccurate, it is safer for purposes of criticism to start from 1892, the statistics for which are not in dispute. As regards the proficiency of the children instructed, it appears that, while in 1895, 91 per cent. of the whole number were classed in the three lower standards; in 1896 this proportion increased to 93 per cent., leaving only 7 per cent. in the standards composing middle education.

"To the ordinary observer these figures are not very encouraging. The superintendent, however, declares that progress has again been made, and that, had it not been for the scarcity of good teachers, the rinderpest, the dynamite explosion, and, of course, the Jameson raid, still more satisfactory results would have been achieved. In one direction, indeed, progress was made. In 1896 the amount of 44,548l., 3s., 2d. was paid out as subsidy, showing an average expenditure per pupil of 5l., 15s., 2d., as against 4l., 8s., 2d. in 1892. To this, however, must be added a sum of 18,412l., 18s., 3d. received by way of school fees and voluntary payments, making with certain other sums voted by the volksraad for rent for buildings, traveling expenses of teachers from Holland, etc., a total expenditure for the year of 65,305l., 4s., 10d., and, including everything relating to the education of the entire republic, a total of 8l., 19s., 9d. per pupil—an amount surely sufficient to warrant greater proficiency than that shown by the figures of the report quoted above. No statistics are available as to the number of Boer

children who do not attend the schools. The Boer population, however, has certainly not decreased during the last five years, and as education is not compulsory, and in some districts means of communication are bad, and distances long, it is fair to assume that the average attendance of 7,738 does not by any means represent the full number of burghers' children who are of an age to need instruction."

Boarding Schools:

Their Advantages and Disadvantages.

American fathers and mothers are sending their sons off to boarding school to give them that training in "plain living and high thinking," which it seems almost impossible for the average city boy of wealth to get to-day in his own home. So says Horace D. Taft in a recent issue of "The Evening Post." While Mr. Taft thinks that no boarding school can equal the advantages of an ideal home, where parents watch carefully each step in the education of their children, he thus states some of the advantages of the boarding school:

"In a day school the instructor must concern himself with recitations and examinations; he can have comparatively little influence on the manner of preparation. But the habits and hours of study are, in a boarding school, the care of the teacher. He has the care not merely of results, but of methods; not only of the boy's studies, but of his mind—a vastly bigger subject. Add to these the care for his health and physical development.

"If the boarding school lacks some of the important advantages of an ideal home training, it has many and great advantages of its own. Some of these are obvious. The boy is entirely free from the city and home distractions so complained of by parents. The subject of social entertainments is entirely under the control of the master. The simple fare, the regular hours for sleep, study, and exercise make the boy's attention to his business easier, while a sense of responsibility for his acts and omissions is very quickly developed. The habit of prompt obedience, which is becoming too rare in this age and country, comes of necessity. It is in the air. The pupil is protected during an impressionable age by the exclusion of undesirable boys, an exclusion which is being more and more rigidly practiced by the best schools.

"Then, too, there is nothing in the line of school organizations, such as debating societies, school papers, and athletic associations, which is not educational and cannot be turned to account by skilful management. In all, the boy learns to govern himself and to govern others.

"The importance of athletics in the education of to-day is recognized by all. The boarding school has a great advantage in the control of this side of a boy's life. The master can sympathize with his ambition, check his excesses, and make his athletics a decided benefit to health and character. A boy's physical well-being, unless he be an invalid, can hardly prosper more under the most favorable home conditions than in any of our representative boarding schools, where pure air and simple living are combined, with regular hours and rational exercise."

An objection to boarding schools is that boys of only the comparatively wealthy class meet there, thus tending to foster a narrow spirit of snobbishness. Often the best schools suffer most from this spirit. Mr. Taft would correct this evil by a system of free scholarships, admitting worthy poor boys into the schools:

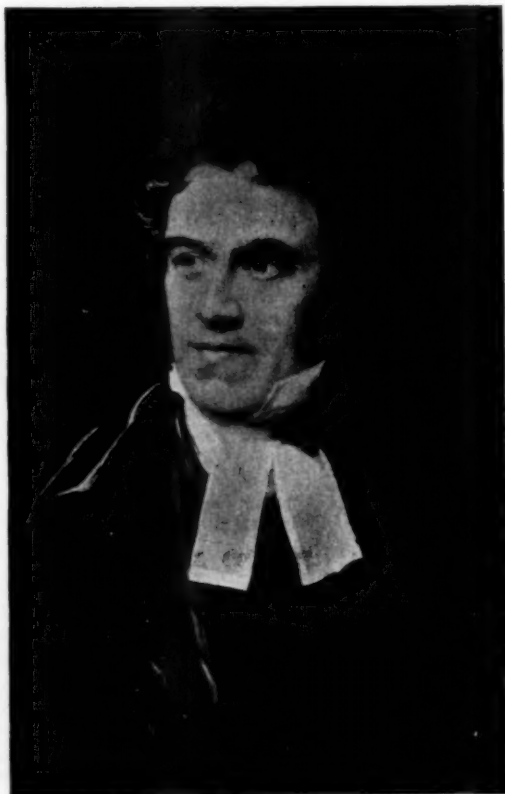
"Of course, the democracy of the public school to which I have referred is not to be thought of in a boarding school. Such a complete mixing of classes is impossible, and, where the boys live together as at home, is not desirable. But, granted good breeding (and the best breeding may be found among the boys I am aiming at), the more of a mixture there is the better. Your scholarships can accomplish this. They must be given to selected boys; they must be selected not only for brains, but for strength of character, for qualities which will make them respected and popular in the school. They must be so selected that they will seem to have earned such a promotion, and not to have received a charity."

Mr. Taft says the scholarship in the representative boarding schools is rising steadily.

Quaker School Methods.

The gentleness of the Quakers is shown in their treatment of children, says a writer in the New York "Tribune." The Quaker baby is born with an even disposition. Seldom, unless he is sickly, does he get into tantrums or endeavor to disturb the community. He is a quiet, well-behaved infant, with an inherited liking for decency and order. As he grows up he becomes like most lads in his liking for noise and all the healthy sports of childhood; yet the life in the home circle to which he belongs tends to make him obedient and manly. He has before him examples of what men and women should be, for in the Quaker household there is no bickering or strife. Husband and wife are equal rulers of the same domain. The Quaker mother, for instance, unlike the average woman, does not say "my children," but "our children," and similarly in everything pertaining to the home there is perfect co-partnership and equality. On account of all these influences it may be that Quaker children do not require the punishment which many say is absolutely essential in the training of a child.

The Quakers, like the Unitarians and Universalists, do not believe in so-called "original sin." They believe rather in "original goodness." The bringing out of the good in a child is their aim. And so the Quaker child is not brought up to look upon himself as a depraved little creature, and he soon loses all interest in naughtiness. It has often been told that a Quaker child is most severely punished by being deprived of the usual Quaker form of address. The familiar and tender "thee" and "thou" are not used when talking to the offender, but the ordinary "you" is substituted. The naughty little Quakeress weeps when she is called "a naughty little you." The culprit so addressed feels like an outcast and a pariah; and it is to this method of excommunicating, as it were, for a time that the Quakers generally resort when punishment becomes necessary.



Thomas Arnold, Head Master, 1828-42.
From Rugby, an English Public School. Courtesy of Peterson's Magazine.

Professor Allen, who is at the head of the Friends' Seminary of New York, when asked about the punishment of children, said that the Quakers never resort to corporal punishment. "Even in the case of the most refractory of boys," he added, "I found long ago that moral suasion and moral, rather than physical methods, were the more effective. If a scholar is inclined to be unmanageable and ill-tempered, I think that a little mental punishment long drawn out will bring him to a better state of mind and do more than can be accomplished by a thrashing. The latter mortifies the offender, and makes him ugly, resentful, and distrustful of his instructor. For instance, if a boy disobeys his teacher and continues to disregard the rules he is sent to me. I talk with him and make him see how he should have behaved. The following day I will make him write out a statement of the case, acknowledging his faults. During this time he is practically not one of the school family. He may attend classes, but he is not an active member. He presents the statement to his teacher; there is a conference, in which everything is gone over and explained; he is again admitted into the ranks, and the matter is never referred to again. I consider this method a rather good one, for during the time the culprit is in suspense he has time to view his conduct and review it; and ten to one he will not offend so again."

Klondike.

Klondike is a word which is on every one's tongue, and only a few weeks ago it was unknown, except to a few miners who lived near the district. The name is not to be found in the most up-to-date atlas, and the orthography of the word was the cause of dispute between authorities. It is now conceded that K and not C is the proper spelling.

The Klondike is one of a number of creeks which empty into the Yukon river. More or less gold is found in the gravel deposits along all these streams, but the best "pay dirt," as the miners call it, is found on the Klondike and Bonanza creeks.

This whole territory is known as the Klondike region.

Klondike is in the Dominion of Canada, close to our possessions in Alaska, and is, of course, under Canadian rule. Its position close to the Arctic circle indicates that the winters are long and severe. Summer begins in May, and lasts four months. The weather is often very hot, the thermometer sometimes registering ninety degrees and over. The sun is in sight for a number of months, and one can see to read at midnight almost as well as at noon.

Although lying so far north, the land is not entirely barren. A species of pine is found which grows large enough to furnish boards for building, and a small saw-mill at Dawson City furnishes materials for the rough houses. Game is scarce, and fish is not so plentiful as might be expected from the fact that in the Indian language Klondike means "plenty of fish."

There are two ways of getting at Klondike. The better and by 2,500 miles the shorter one, is by steamer from Seattle or Tacoma to Sitka, from there to Juneau, and to Dyea, situated at the foot of the Chilkoot pass. From the pass to the Klondike is about 600 miles, and the journey takes twenty-five days.

The pass, which is the only very dangerous place in the route, is an opening about 4,000 feet high, in a mountain range whose peaks average 10,000 feet. The way is exceedingly precipitous, and a traveler who makes a misstep is likely to lose his life. After the pass is crossed the route lies through a chain of five lakes to the head of the Yukon. The lakes are full of dangerous cataracts and swift currents, which call for skilful piloting.

An easier and shorter route to the gold fields is over the White pass, from Juneau. The pass is 1,000 feet lower than the Chilkoot, and less difficult. A railway will probably be built over it to Teslin lake. Steamers will run from here to Grand canyon, and from the foot of the canyon all the settlements may be reached by steamers. In a few months the journey may be made with comparative comfort, but at present it is attended by risk and danger.



Official Map of the Yukon Region. (United States Coast and Geodetic Survey.)

By Courtesy of "The Literary Digest," Funk & Wagnalls Company, New York

The School Journal.

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WEEK ENDING SEPTEMBER 25, 1897.

Many good disciplinarians are failures as educators. Discipline is important, no doubt; we will grant even that it is essential. But it must ever be subordinate to education, of which it is only a means. Order may be enforced, it may also be the result of a free and voluntary conduct on the part of the pupils. The former is all that discipline can do; the latter is a fruit of education. A few moments devoted to reflection on the difference between mere activity and interested, joyous activity will make the difference clear. It is worth thinking out.

Professors of English are complaining that boys and girls are entering our colleges thoroughly prepared in mathematics and the classics, but woefully lacking in ability to write the mother tongue. One reason for this complaint is that there are far too many schools where compositions are written but once a month. It is no wonder that under these conditions, "composition day" should prove a bugbear to pupils, and in many cases a burden to the teacher. Work in writing English should be commenced in the lowest primary grades and continued *every single day* until the school life is finished.

A correspondent writes that some time ago an athletic meeting of representatives from the various schools in and near Boston was held in the mechanics' building. The contestants were boys between the ages of fifteen and eighteen, and the events were the usual ones that make up such a meeting, namely, vaulting, jumping, and running. At the finish, some of the winners dropped in a faint, overcome by their too severe exertion. The strain which these young athletes put forth must surely work harm. When a dash of a few hundred yards results in the winner dropping headlong to the floor as he crosses the line, it shows clearly that the demands upon the runner's strength have been too great. The tax has been too heavy, and the thing is fraught with terrible possibilities. It may mean ruined lungs, broken limbs, and countless other dire results.

It is time that some one in authority should institute a reform. It would be wise if educators, school committees, and physicians would confer and decide upon a code of regulations to govern athletics in such a way that they shall be held within the bounds of safety. Parents also might be expected to exert a little discipline. If the trouble cannot be met by restriction absolute prohibition should be tried.

Teachers frequently complain that they do not receive sufficient respect. There are many reasons for this, and one of them is that the majority of them allow themselves to be pampered too much by accepting—if not actually asking for—free samples of books, special rates on the railroads, rebates at the special shops and other immunities too numerous to mention that have absolutely nothing to do with educating the young. One of the results of this condition of things, is that teachers are considered a kind of public property; they must do as they are told without demurring; they must take whatever salary is given them and be thankful, and no matter what indignities are offered, they must suffer them without a word of opposition, or they may lose their places. This will not change until teachers learn to put themselves on exactly the same plane as the rest of the world; other people will soon recognize the fact and act accordingly.

Editorial Letter.

Oxford.

Oxford has long been the educational center of England. It contains twenty-one colleges and three halls, a library, museum, etc. My quarters were directly opposite Christ Church college, which was founded by Cardinal Wolsey, in 1525, on the site of an ancient nunnery. This is the largest of the colleges. The buildings stretch over several acres, being mainly two stories in height. You enter here by a fine gateway, called Tomgate; at the right is a fine tower, in which is an immense bell, called Great Tom, weighing seven and one-half tons. Just after 9 o'clock it peals a curfew of 101 strokes, to indicate that the college was endowed to maintain that number of students.

This college has a chapel which serves also as the cathedral of Oxford; twice daily are religious services held in it. To maintain these, there is a bishop, dean, three canons, several assistants, besides a well-trained choir. The porter of the college told me that usually about twelve persons would attend, which seems to a practical man hardly enough to warrant the large outlay required.

There are usually about 275 students in this college. The extensive buildings cannot accommodate so many, and so the senior class are obliged to board around in houses in the city, as they do in Ann Arbor. Each student has a study and a bedroom; two are not allowed to room together. The dining hall is an immense affair; it would answer for a church; the ceiling is so high that galleries could be put in. It is undoubtedly cold and cheerless in winter as it can be heated only by a single fireplace.

The college year here is only twenty-four weeks in length. The cost of a diploma ranges from \$1,200 to \$4,000, and even more. There is a certain respect for an Oxford diploma, but a good many graduates fail to get employment. It is said that several have become car drivers in London.

I visited Oxford mainly to attend the university extension gathering, July 11 to Aug. 25. It was the eighth meeting. During the first two weeks about 800 were in attendance; for the last two weeks, about 300. The main subject of the lecture was history, literature, art, and philosophy of the epoch, 1789-1848.

The plan is to have "circles" formed in as many towns as possible, these to register students, secure funds, and send to Oxford for lecturers. The students take notes; the lecturer sends them questions, to which they write answers. At the end of the course, an examiner appears, and between the lecturer and him an estimate is formed of the attainment of the student. Prof. J. A. R. Marriott, of New college, is the general secretary and manager, and is a person of unusual fitness for the many duties to be performed. He gave a course of lectures on Europe since Waterloo, that, judging from the syllabus, must have been exceedingly well planned. I do not think the general scheme of this extension movement to be fitted to the needs of the class addressed, but I may be mistaken. My main objection is, that it does not give the students something they can weave into their lives; it seems to aim too much at book knowledge. Leaving Oxford, I visited the old town of Banbury; all readers have probably recited "Ride a Cock Horse to Banbury Cross." The cross is there in full view.

In the tap room of the Red Lion Inn, I found two travelers seated at a table, being served with whiskey by a handsome bar maid. This is the English custom, and it seems impossible to induce them to see its utter inconsistency. A young lady, as we would say, will coolly pour out drink for a man that is already so drunk that he would fall over, if his hands should let go of the bar-rail.

A. M. K.

Stanford University, Cal.—Pres. Jordan, in his annual address to the students, quoted Bismarck as having once said that one-third of the students in Europe killed themselves by excesses, another third by overwork, while the remaining third governed Europe. In Dr. Jordan's opinion, if the universities of California could turn out the men who would later govern the state, all the expense of their education was justifiable.

The Educational World.

Manual Training in Russia.

By Boris Bogen, Hebrew Technical Institute, New York City.

The Russian system of manual training is quite original, and not long ago it was looked upon as the best one to adopt in America. Conditions are changed now. The manifold experiments carried on within the United States served to the discovery of many faults with the Russian system, and at present the American pedagogues can present other countries with an improved system of manual instruction. Nevertheless, it is very interesting to follow the development of the idea of manual training, and certainly we must not neglect its growth in Russia.

It seems that manual training does not receive proper appreciation among the educational authorities in Russia. In a country where only a few receive school instruction, while the majority of the population cannot read, the introduction of manual training in some schools is unimportant. The main problem of the leading educators in Russia is to increase the number of schools, leaving improvements to be made later.

Compulsory, general education is the aim of the best men in Russia, and toward this are directed all their present efforts. But, though this is the general tendency, still the idea of manual training is not dead. It receives its development through different channels, and is supported by private sources.

A few years ago a very rich and benevolent gentleman, Mr. F. Chizchoff, left a will, bequeathing a sufficient sum of money for the establishment of five technical schools. The will has already been partly carried out, and we have three schools in operation. Each embraces three years regular course, and one year preparatory. The first was founded in the city of Makariëff, in 1892. The manual work consists of carpentry, pattern making, metal work, and foundry work. The second school was established the same year in the city of Kologriv, this school being more agricultural in character. The school has 6,300 acres of ground, of which the farm occupies about a fifth, the rest being covered with woods. The pupils receive instruction in the field, and also in the shops, which comprise the same departments as in Makariëff, with the addition of two working factories, one preparing leather, the other, cotton, and a model dairy. There exists in connection with this school a department for teachers of rural districts, who are desirous of introducing manual instruction in their schools.

In 1894 was opened a third school in the city of Kostroma. The program of this school is still enlarged; besides the subjects taught in the two former schools, we find here a special shop for making mechanical instruments and a large chemical laboratory.

In each of these schools general subjects are taught, comprising the course of so-called "city schools," and the co-ordination of the subjects is attained through the manual work. Thus, the schools possess all the characteristics of our manual schools, with the addition of agricultural subjects, and work in factories.

Manual Training School for Girls.

Chicago, Ill.—A manual training school for girls has been opened in connection with the Hammond school, as the result of personal effort on the part of Prin. Tibbetts. The project has been started through private benevolence, and the teacher is Miss Florence Willard, who is a graduate of the Teachers' college in New York, and of the Pratt institute in Brooklyn. Prin. Tibbetts says of the school:

"The object is to give the girls a thorough training in sewing and cooking. No girls will be admitted under 12 years of age. The school will be running from 8.30 A. M. to 4 P. M., just as the boys' training school is. Everything is taught by imitation, accompanied with oral instruction. The teacher mixes and cooks all sorts of food, and the pupils do as they see her do. Sewing is taught in a somewhat similar manner. The effect of this training is most admirable. The girls are delighted with it, and soon begin to teach their mothers at home what they have learned at school."

What One Teacher Saw.

An observing teacher thus reports what he saw and heard on a recent visit to one of the public schools in one of our largest American cities:

"The school seemed large to me. There were from sixty to seventy children in a room. A reading lesson was given in one room, at my request. I was surprised to see the teacher deal with the school as one class. I asked her at the conclusion of the lesson what she gave the children for 'busy work.'

"'Busy work,'" she said; "what do you mean?" I said, "I mean occupation work given to the children not reciting." "Oh!" she said; "I hear them all recite together; I don't know what this 'busy work' is!"

"I mentioned the Century busy work, but neither she nor her principal had heard of it!"

"When I asked what she did while the children did written work, she told me she sat down."

"In regard to discipline, I asked her if she allowed the children to go to the board or to occupy themselves when any given work was done. I learned this was a novel idea to the teachers of this school. They told me frankly they thought their idea of strict order much better."

"I told them that I allowed the utmost freedom in my school as long as none of the play spirit crept in; that I had quiet and studious habits as a result."

"I heard some singing. The children were allowed to start the songs without regard to pitch, and they sang on far too low a key for their good. I understood the teachers to say that they gave no definite instructions in music; that their course of study was too full to admit of it. I did not find it any more full than our own, and we have special instruction in music."

"I was surprised at the lack of decoration in the rooms, no pictures, plants, etc. There seemed no homelike atmosphere, but one more like the silence of a jail."

"The reading was fair, but the lesson was conducted in such a military style that it was painful to me. All the individuality of the child was lost, and the teacher did not seem to come in personal contact with her children."

"It may be that this school I visited was an exception, but I do not see how those teachers and their principal could attend teachers' meetings and not hear of 'busy work,' and the new ideas of discipline if such were in practice in their city."

The Need of Boys' Clubs.

English reformers deplore the "ever-increasing body of children collected in reformatories and industrial schools" to be cared for at public expense. The Howard Association suggests that the Massachusetts plan of compelling parents to contribute toward the support of their children committed to these institutions would have a salutary effect. The association suggests boys' clubs, "if they are not ostentatiously religious or edifying in character," as a means of keeping boys off the streets, and thus preventing much juvenile crime:

"What town boys particularly require are opportunities to 'let the steam off'; at present, their only methods are to yell in the streets, or to organize themselves into piratical gangs, or to get into various kinds of mischief, sometimes of a criminal character. Through clubs the workers would get acquainted with the boys and the homes from which they come. There are also many other ways of attaining this knowledge. Through school teachers, through the school board officers, through the relieving officers and the police court missionaries, it would be easy to discover the families where the boys are running wild and likely to get into mischief. Look at the list of cases of drunkenness brought before any London magistrate every morning; what are the children doing? Why should not some one follow up these cases and find out, and see what can be done for them by advice and personal influence? If a lad comes into the police court for a first offence there should always be some one to come forward, knowing the circumstances of the family, and ready to promise if the offender were released to 'visit the case,' if we may use such an expression. The interest of a friend in his work at school, in his play, in his desire to follow any particular line of life—to interest and to help when needed, might do much for a boy who, perhaps, only goes home to be knocked about. The old

system of district visiting, though it had many defects, still was an attempt to provide a friend who would know the circumstances of every family in a street, and presumably would be able to advise and help in an emergency. The visiting such as we have suggested would require great tact, or it might end in an undesirable interference of outsiders between parents and children. It would also require, to be effective, a large army of workers, perhaps the hardest thing of all to provide. No single worker could possibly take charge of more than a very few boys; but in this way the work should be attractive to the many whose time is limited. To be a good friend to one family would not require a large sacrifice of either time or labor."

Moral Suasion for Truants.

Philadelphia, Pa.—There is some talk of having women for truant officers. A citizen who favors the plan, says:

"If you clothe a man with authority he does not, as a rule, possess the same patience and courtesy that a woman does. A woman's idea would be to accomplish the work by persuasion rather than by intimidation. We have some properly qualified women applicants, whose methods, I believe, would be more effective than those of a man. Several of those who have applied are women of common sense, and experience in work that is not dissimilar."

The "Western Teachers" Association Closes Shop.

Denver, Col.—The Western Teachers' Association passed into the hands of a receiver Sept. 1, and its president, John McKenzie, who proved to be John McKenzie East, was arrested for using the mails for fraudulent purposes. The swindle came in from the effort to secure life membership fees of five dollars each from teachers seeking position. The letter-heads state that the association has been in existence since 1887, but it is not probable that it has been in active operation more than two months. During this time, however, business has flourished, and John "McKenzie's" mail has been very heavy. Upon East's own admission he has never filled a school position from his list of applicants, but he has simply received money from teachers, which they paid in the expectation of obtaining positions.

Six Dollars a Week for Good Teaching.

Great Barrington, Mass.—At a recent meeting of the Thursday morning club, Prin Cutler read a paper in which he gave what he considered the requisites for a good teacher, as follows:

"High moral character, accurate and fairly extensive knowledge of subjects taught and of related subjects, professional training, general courtesy, refinement, and good manners. A teacher must stand well in the estimation of the people, must possess a knowledge of human nature, tact, amiability, cheerful disposition, and must have good health."

In the same paper he mentions the fact that in some of the schools the teachers are paid as little as six dollars a week. The natural conclusion must be that either the good teacher works in Great Barrington for something besides money, or else she never goes to Great Barrington at all.

The Last Rose of Summer.

The recent death of Mrs. Amelia Koehler, of Mount Vernon, N. Y., at the age of ninety-two years, has brought to notice the fact that she is supposed to have inspired the well-known poem of Thomas Moore, "The Last Rose of Summer." When a child of thirteen, Amelia Offergeld, which was her maiden name, attended a school kept by the poet's sister. Moore often visited the school, and he took a great fancy to Amelia. The two were in the garden one day, when the little girl picked a rose, and, handing it to the poet, she said, "Now I have given you the last rose of summer." The expression pleased the poet very much, and he promised that when he had written some verses on it they should be dedicated to her; and they were.

A Lacedæmonian School Superintendent.

Sparta had her state superintendent, who, Miss Gertrude E. Wall writes in "Lippincott's"—if distant report is to be trusted—was an educational despot. But while he wielded his walking-stick freely during official visits, and encouraged his subordinates to ply the rod on all occasions, he was as diligent a promoter of music as is any humane and progressive educator of our era. As a result, the little Lacedæmonians sang blithely, no matter what torment was going on under their tunics.

All over Greece, in those dim days, were schools, ranging from infant grades instructed under Arcadian hedges, to university extension schemes harbored in buildings uniquely termed "places of leisure." The infants were drilled in their alpha-beta-gammas; the older boys were taught poetry and gymnastics, with something of arithmetic, geometry, and drawing; and adults spent their leisure with rhetoricians and sophists, paying handsomely for the privilege. But music was a *sine qua non* of Grecian life, in school and in sport, in battle and in burial.

The epic and elegiac chantings at festivals, the calm speculations of Pythagoras as to the music of the spheres, the choral outburst of "the great fifth century," the martial odes

of Tyrteus and Pindar, all show the national love for melody of voice, as well as for high and harmonious thought. An old-time Greek set down amid the strident, metallic voices of our Occidental world would feel that the Furies had seized either upon him or the continent he was visiting.

New President Inaugurated.

Lexington, Va.—The inauguration of William L. Wilson as president of Washington and Lee university occurred Sept. 15. This town was filled to overflowing with distinguished visitors, and it is the general feeling that in selecting for its president a man of national reputation this year marks a new era in the history of the university. The three speakers of the morning were Prof. Cameron, of Princeton, Chancellor Kirkland, of Vanderbilt university, and Pres. Gilman, of Johns Hopkins. Among the speakers of the afternoon, none received more cordial applause than Gov. O'Ferrall, who is the oldest living graduate of the university.

Meetings of Educational Organizations.

Fifty-third Annual Meeting of the State Teachers' Association, Rochester, July, 1898.

Thirty-sixth University Convocation, Albany, June, 1898.

Annual Meeting of the National Educational Association of the United States, July, 1898.

Fifteenth Annual Meeting of the State Council of Superintendents, Canandaigua, Oct. 20, 21, 22.

Forty-third Annual Meeting of the State Association of School Commissioners and Superintendents, Saratoga, Nov. 3, 4, 5.

Holiday Conference of the Associated Academic Principals, Syracuse, December.

Fifth Annual Meeting of the Association of Grammar School Principals, Syracuse, December.

Meeting of Department of Superintendence, February, 1898.

State Summer Institutes at Chautauqua, Thousand Island Park, July 11-29, 1898.

School-Boy Blunders.

The "Evening Standard" of London is very far from classifying the average school-boy blunder as a crime. It may not be a misfortune even:

"To make a good, a really delightful blunder, certain qualities are necessary. It is not, as is commonly supposed, your dull boy who perpetrates the truly comic reply. Now and again, led by some blind chance, he may possibly stumble upon a happy mistake, even as a dull man may be choicely sarcastic unawares. But to delight the hearer for all time with that blending of the audacious, the unfortunate, and the unexpected requires little short of genius."

"We would approach the subject curiously, but sympathetically. Indeed, few processes are more interesting to trace than the working of the human mind toward the solution of any problem. How marvelous often is the ingenuity we see displayed! How indomitable the resource! Hampered as he is by difficulties, reduced for the most part to the stony path of mere intuitive perception, often to no path at all—with nothing, as we say, to go upon—nevertheless shall we see the sturdy British youth overcoming all obstacles, evolving from somewhere or other a plausible working hypothesis, and ultimately producing in triumph to his question (no matter how ignorant of the subject he may be) an answer of some sort or other. Truly the boy who can accomplish this may be said to display, if not genius, at least ingenuity. Certain sterling qualities are his—self-confidence, pluck, readiness, and a sanguine love of attempting the apparently impossible. Such a boy is not likely to fall behind in the race for wealth and honors; and yet, so singular are the ways of man, we find him often receiving kicks rather than halpence, a dose of sarcasm (good humored at the best) instead of hearty praise. 'Hamlet,' we remember hearing a boy say on one occasion, 'is the leg of a small pig.' Observe the simplicity, the neatness of this reply, betraying also a reasonable share of knowledge. No boy who could make that answer could be altogether a fool. He possessed the information, not universally known, that the suffix 'let' betokened a diminutive. In fact, a reasonable degree of literature is indispensable for most of the blunders at which we are asked to mock."

Here "The Standard" pokes a good-natured finger at some of our would-be "enrichers" of the curriculum:

"It may be thought, perhaps, that with the rapid spread of our modern system of free education we shall hear less of these fortunate mistakes. Surely, with all our new apparatus for cramming the youth of the country with science as they cram chickens for the table, with our codes and time-tables, and ceaseless schedules, and much-harrassed spectators, our boys will soon be too well informed to perpetrate such remarkable errors as we have noticed. This would be a sorry consummation to the noble project of a free and universal education. As things go, this world is a serious place enough, and we can have no desire to see another source of innocent gaiety eclipsed. Fortunately, however, there is no real danger; in fact, we are inclined to think that the present system is nearly the most effectual that could be devised for securing a continuity of our glorious traditions in this respect. Year by year more subjects are introduced into the crowded syllabus; year by year the unhappy teacher has to essay a wider flight. 'A little of everything' is the motto of our friends in authority, and a superficial smattering of many sciences is the best way possible to procure sufficiency of amusement. As years go on, then, we predict that the supply of laughable mistakes will increase rather than diminish."

A Difficult Problem in School Organization.

The public school reports of the successful opening of the boys' high school in New York city last week did not do full justice to the subject.

Dr. Buchanan, the principal, solved a very difficult problem in school organization in a simple, yet masterly, way, so that almost from the moment of their entrance into the school building the 500 pupils found themselves profitably employed at their new course of study.

Teachers' meetings, held the week before, had arranged every detail. The pupils came in in twenty-five divisions, arranged according to the studies they wished to take. They found a time schedule arranged for the whole school. From this schedule a program card was written out for each pupil, showing him exactly what studies to take and what room to go to during every hour of the day. These program cards were distributed immediately after the opening exercises, and served as cards of admission to the classes. Each teacher had been previously given a program and a type-written copy of instructions.

In the class-room each pupil was given another small card on which to write his name, which completed his enrollment, and, at the same time, served as a receipt for his books, which were then given out. Nothing remained except to assign lessons, and explain them to the pupils.

Next day every boy had some work prepared, and instruction could go on in the regular manner. A teacher from one of the largest high schools in the country, who has had much experience in secondary education, said he had never seen a high school start off so successfully. One of the members of the board of education, who was present the day after the opening, said it "looked as if the boys' high school had been running for three weeks."

Manual Training in the National Summer School.

Glens Falls, N. Y.—The work shop and laboratory of Dr. Russell and his assistant, Mr. Rawson, at the National Summer school were better fitted up for the work in manual training this year than ever before. Several forms of manual training were offered to students, including the Russian system of models, Swedish sloyd, wood carving, bent iron work, etc., but that form which is directed toward the making of various apparatus of various kinds is the one most emphasized, as being most economical, most pedagogical, and therefore the most rational. There were two classes at work in the department, one made up of teachers preparing either to teach science as a specialty or to introduce some experimental work in their schools, the other class consisting of children who took this work for the sake of having some regular occupation during the summer.

Dr. Russell is a firm believer in manual training as a true developer of muscle, mind, and morals, and he believes in the study of the sciences experimentally as well; he is convinced that the best way to obtain for our common schools the apparatus needful for illustration is to have the pupils make it themselves in the school-room, or in the school work shop. He is confident that they will understand their science work better and get more of it by this means. Every school in the land should, in his opinion have in it at least one work bench and tools for manual training.

Death of Henry W. Sage.

Ithaca, N. Y.—Henry W. Sage, the president of the board of trustees of Cornell university, died Sept. 17, at his residence in this city. He had been ill for many months, and on several occasions his condition has been considered critical, but he has rallied each time.

Pres. Schurman, of Cornell, on learning of Mr. Sage's death, called a special meeting of the board, which voted to express to the family of the deceased the wish that he be buried in the main building of Sage chapel.

Henry W. Sage was born in 1814, at Middletown, Conn. It was his wish to enter Yale college, but owing to the removal of his father to New York state, he began the study of medicine instead. Failing health compelled him to abandon his studies and he became a clerk in the store of his uncle. Five years later he purchased the business, and soon became very successful. He was connected with the lumber interests of Canada and the West and in partnership with John McGraw, he built the largest lumber mill in the world at Winona, Mich. From 1857 until 1880 he lived in Brooklyn, where he was a warm friend of Henry Ward Beecher.

Mr. Sage was elected a trustee of Cornell university in 1870, and since 1875 had been president of the board of trustees. It is not too much to say that without his assistance and wise forethought, the dream of Mr. Cornell of a great university where "any person can find instruction in any study" would never have been realized. In direct cash gifts to the university Mr. Sage has furnished quite \$1,250,000. The larger gifts may be enumerated as follows: Sage college, \$266,000; Susan E. Linn Sage Chair of Philosophy, which, with the Home for the Sage Professors of Philosophy, amounted to \$61,000; for the establishment and endowment of Sage School of Philosophy, \$200,000; University Library Building, \$260,000, and an endowment of \$300,000; casts for the Archaeological Museum, \$8,000, and the floating indebtedness of the university, \$30,000.

Items of Live Interest.

The School of Pedagogy, New York university, will be formally opened for the year, on Wednesday, Sept. 29, at 4 o'clock.

Addresses will be made by Dr. Henry M. MacCracken, chancellor of the university, and by Prof. Edward R. Shaw, dean of the school.

Boston, Mass.—The Boston school committee has decided to give a course of commercial instruction to pupils of the high schools. Hereafter both classical and commercial courses will be elective. Stenography and typewriting will be two of the commercial studies, which will be given at every high school where a sufficient number of pupils present themselves for examination.

Columbus, Ohio.—There is a movement to establish in this city a teachers' pension and retirement fund. According to the statements of the teachers, a meeting will probably be held some time in the latter part of October to agitate the subject.

Annapolis, Md.—Some over twenty September cadets admitted during the present examinations have entered upon their duties at the Naval academy. The cadets are quartered on the United States ship, "Santee," where the May members of the fourth class have also quarters. They rise at six and retire at ten, and the whole day is filled with a succession of arduous duties. They are being taught to swim, to drill in infantry tactics, to row, and to tie knots in the sail-loft, with the exacting formula of the setting-up drill in the forenoon, and gymnastics in the evening.

Washington, D. C.—The number of pupils in the schools of the district will probably be about 46,000. The new buildings have been completed on the Conduit Road, on Congress Heights, and at the corner of Fifth and K streets, northeast. The Western High School building will shortly be ready for occupancy, as will also a building on the Chevy Chase road.

Atlanta, Ga.—The meeting of the Normal school, Sept. 1, was one of the most interesting sessions that has ever been held. The feature of the meeting was the address of Dr. Henry C. White, who had been invited to make an address to the normal class.

East Orange, N. J.—James G. McCoy, who was a teacher in the N. Y. public schools for nearly half a century, recently died at his home in East Orange. For more than thirty years he was vice-principal of G. S. No. 15. Among his pupils in that school are hundreds of prominent New York business and professional men.

Chicago, Ill.—An exhibit of drawings recently seen at the Art institute was made by the pupils of the public schools. The drawings are about 5,000 in number, and include work of all grades. Some of the drawings are in pencil, some in crayon, others in pastel, and a large number are in water colors that evince talent of a high order. They cover a wide range of subjects, and present an interesting diversity of artistic taste.

Cambridge, Mass.—James S. Barrell, for many years a well-known educator of this city, celebrated his 71st birthday Sept. 12 by a reception. In 1874 he accepted a position offered him by the Cambridge school board, succeeding Francis Cogswell as principal of the Putnam grammar school, and in 1881 he was transferred to the Harvard grammar school.

Somerville, Mass.—The father of a small boy who made trouble in Prospect Hill grammar school the other day has lodged complaint against the boy's teacher, and the principal of the school. It is claimed that the latter knocked the boy down and jumped on him.

The sixteenth autumn exhibition of the National Academy of Design opens Nov. 22, and closes Dec. 18. The exhibits eligible are original works in oil, pastel, or sculpture by living artists, and which have never before been publicly exhibited in New York or Brooklyn.

Holyoke, Mass.—Prin. Nichols, of the Hamilton street school, will try, this fall, a new method of teaching. The pupils are divided into groups according to their ability in certain studies, and each pupil will be considered separately in relation to every study in the course. It is planned that each pupil shall be allowed to advance as rapidly as possible in any study, while at the same time pupils are given special assistance in any studies in which they may be backward.

Hanover, N. H.—By the will of Charles T. Wilder, of Wellesley Hills, Dartmouth college, is benefited to the extent of \$75,000. A large part of this sum will be devoted to the physics and astronomy departments, including a new physical laboratory.

Little Rock, Ark.—A "county examiner" in the state of Arkansas has practically no connection with the public schools. It is his duty to examine and license teachers, and

make a statistical report to the state superintendent once a year. There are no county superintendents in Arkansas.

Cincinnati, Ohio.—An optician of this city has offered to examine the eyes and furnish suitable glasses, free, to all pupils of the public schools in need of these. He has already examined and fitted more than fifty of the children.

Chicago, Ill.—The annual report of Supt. Lane states that the city needs forty-one new school buildings, which will cost \$2,545,000. It is proposed that the city borrow \$2,000,000, and that an additional tax of \$1,500,000 be levied for the purchase of sites and for building purposes.

Newport, Ky.—At the last meeting of the Kentucky Educational Association the time of meeting was changed from June to December. Pres. Mark has not decided whether to call the meeting for Dec., 1897, or Dec., 1898.

There have been but few changes in city superintendents this year. Supt. S. L. Frogge goes from Uniontown to Middlesboro, while Supt. C. H. Gardiner goes from Middlesboro to Uniontown. Supt. Clark re-enters the work at Richmond.

County superintendents are elected this year. The number of female candidates has largely increased.

State Supt. Davidson is preparing his biennial report. It promises to be one of unusual value.

Ex-State Supt. Thompson is making quite a reputation as a historian and poet. He has recently published a most excellent history of Kentucky, and also a poem, "The Priest's Temptation," of rare value.

News from Kansas City.

Kansas City, Mo.—There are about 22,000 pupils enrolled in the public schools. Many of the schools are crowded, and more teachers are on the pay-roll than ever before. The manual training and high school has over six hundred, and the central high school, sixteen hundred pupils.

The first principals' meeting has been held, with several new principals present—Messrs. Barnard, Reynolds, Hawkins, and Martin, all of them from towns in Missouri. The principals are to study this year education from a historical standpoint. Supt. Greenwood assigned the subjects as follows:

Oct. 16, The Educational Theories of Montaigne and Milton Compared; Nov. 13, What did Comenius Contribute to Educational Theories; Dec. 11, The Advantages in the Educational Doctrine of Rousseau; Jan. 15, Basedow and Pestalozzi Compared; Feb. 13, Principles of Jacotot; March 10, Herbert Spencer and Herbart; April 8, Froebel's Place in Education; May 6, Present Tendencies of Education.

Missouri is very proud of the honor conferred on Supt. Greenwood at the Milwaukee meeting of the National Association. This pride reaches the utmost limits of the state, and Kansas City gave him an ovation such as is rarely accorded to educators.

Many Important Changes in Michigan.

Mason, Sept. 18.—Michigan has been subjected to an unusual number of changes in superintendents and principals, especially among the larger towns. The smaller towns have furnished the usual number. A somewhat complete list would include, first, President Angell, of the university. Prof. Harry B. Hutchins, Ph.B., dean of the law school, becomes acting president. Albion college loses its president through the resignation of Pres. Lewis R. Fiske. No successor has been chosen, and it is rumored that no election will be made before January, '98. Dr. Fiske is still at Albion, and the college opens up as usual. Supt. Andrew J. Murray, of the state public school, at Coldwater, resigned a few days since. No successor has been chosen, although there is no dearth of applicants.

Detroit heads the list of cities to change superintendents. Supt. W. E. Robinson, failing of re-election, Prin. Wales C. Martindale, of the Williams school, succeeds him. Supt. Chalmers remains at Grand Rapids, but Prin. Orr Schurtz, of the Union school, takes the Eaton Rapids superintendency, and is succeeded at Grand Rapids by Albert Jennings, of Manistee. Mr. Jennings is succeeded in the superintendency at Manistee by F. M. Townsend, of Marshall. Eugene F. Lohr becomes superintendent at Marshall. Mr. Lohr was formerly of South Bend and Duluth high school. Prin. J. H. Heil, of Menominee, succeeds Prin. Geo. H. Curtiss as principal of high school at Manistee. Supt. T. A. Conlon, of Eaton Rapids, will take a law course at Ann Arbor.

Lansing changes high school principals. C. E. Holmes, a teacher in the high school, succeeds Prin. Warren H. Smith, who succeeds Prin. James A. Le Roy at Pontiac. Mr. Le Roy assumes a position on the "Detroit Free Press" staff.

Hugh Brown becomes superintendent at Pontiac. Mr. Brown has not been in teaching for a few years. Supt. Frank E. Converse, of Pontiac, takes same position at Racine, Wis.

Supt. Hudson Sheldon, of Corunna, goes to the U. of M., while Prin. C. I. Collins succeeds Mr. Sheldon and is in turn succeeded by Miss Cook, a grade teacher.

By legislative enactment, Jackson No. 1 and No. 17 are united, but Norton and Palmer are both retained, the former as superintendent, and the latter as assistant.

Prin. E. T. Austin, of Owosso, takes the Greek and Latin

at Saginaw, E. S. Prin. D. F. Mertz, of Mt. Clemens, goes to Owosso. Prin. Rose M. Cranston, of Mason, gets married, and Carrie A. Barber takes the principalship.

Supt. A. B. Perrin formally accepts superintendency of Grossdale schools, located near Chicago.

Alice Iseman succeeds Maude Van Sickle as preceptress at Ithaca.

Preceptress Needles, of the Owosso high school, marries the president of the board of education.

Ellis D. Walker, of the Normal school and U. of M., accepts superintendency at Bluffton, Ind.

Supt. C. W. Mickens, for five years superintendent at Crystal Falls, resigns, to complete his studies at the university.

W. J. McKone.

The Bad Boy Again.

A question which is constantly coming up is just how much risk should be taken with the bad boy. Should clemency be shown him, in the hope that he may be redeemed, or should he be expelled for the sake of the safety of the other pupils? There are many instances of hard cases who have been saved from destruction, because some one would insist on believing in them, and many teachers take a sentimental view of the situation, and determine to bear with the depraved pupil, even at great hazard to the others. "The greatest good to the greatest number" is usually a safe rule. There is a tendency to-day to bear much from the bad boy, whether he be full grown and out in the world, or still between school-room walls, and oftentimes this is done at the expense of the good, self-respecting boy. We are very careful to guard against infection from disease, but is there less danger from moral disease? The story of the father who showed his son the danger from evil companions by leaving a rotten apple with a plateful of sound ones till all were spoiled may serve to point a moral for school authorities. All that is possible should be done for moral delinquents, but in the good time coming they will be isolated from other pupils.

The Tombs School.

One can hardly fail to be interested in the occasional reports which reach us from the Tombs school, now approaching its first anniversary.

It is not often that one can record so unqualified a success in an undertaking so entirely novel, but the tact and sagacity displayed by the founders of this admirable institution have long since established, beyond all doubt, the wisdom and economy of their methods.

It is to the credit of the Public Education Association that among some of its members a plan for the benefit of these children was first originated. And it is to the special credit of the Tombs warden that though the plan involved a venture into entirely new fields, he lent himself readily to the plans suggested, giving every encouragement and opportunity to the special workers interested in establishing that which is now known as the Tombs school.

The school has as yet only boys among its members, their numbers in the prisons far exceeding those of the girls. The boys are assembled every morning, and for some two hours are under the guidance of an instructor. The attendance is purely voluntary, but the privilege of membership is more dearly prized on that very account. Indeed, the able young teacher who has these boys under his charge has found that his most effective mode of punishment lies in banishing the offender from his school-room, and it is the only form of punishment to which he now resorts.

The course of study is, of necessity, limited in character, and has less to do with books than with life, and how to meet it; and the deserved popularity and reputation of the young teacher who has had the school from the beginning has arisen from the skill he has displayed in interesting them at all, and in being able to win so large a following from among them. For the greater number of these boys are steeped in intense ignorance, and are altogether without regard for the rights and privileges of others. He drills them in writing and in spelling; instructs them in hygiene; and by the aid of a plate and a skeleton teaches them something about the care of their own bodies, and how to be of service in case of accident. But principally he tries to break down the boy's braggadocio, and to do this without cowering him or injuring his self-respect. The braggadocio of the young criminal is his most dangerous possession. Nothing can be done with him until it is overcome. To cow him into humility is merely to ruin him. But he will yield to the personal touch of some one clever enough to detect a weakness, yet kind enough to assist at its remedy.

The fact that the warden of another town has wanted to establish a school like the one at the Tombs proves how much the value of the experiment has been recognized. The school has not been closed during the summer. Voluntary subscriptions support it, and the school-room itself has, by various donations, been completely transformed, until now its walls are entirely covered with photographs of most beautiful scenery, the best buildings, and the celebrated Madonnas. There are always fresh flowers and growing plants in the room, although they are not allowed in the cells. It is certainly to be hoped that a public always generous in its support of deserving enterprises will lend its financial aid to this one, destined to be of so great a value in the solution of vexed social problems. —"Harper's Bazar."

Topics of the Times.

Free Trade Between the States.

An Indiana court has decided that Indiana has no right to prohibit or restrict the sale in that state of convict-made goods brought in from other states. Free trade between the states is guaranteed by our laws.

Proposed Railroad Down the Euphrates.

A scheme is on foot to build a railway in the Euphrates valley with termini on the Mediterranean and the Persian gulf. English and French capitalists are ready to engage in the work, the only obstacle in the way being the securing of the consent of the sultan. The great caravan route from Bagdad now finds an outlet from Aleppo over the Baylan pass to Alexandretta on the Syrian coast, and this is the most feasible route for the railroad. It would shorten the journey to India by seven or eight days.

A New Bicycle Gear.

A Brooklyn N. Y., lawyer has invented a bicycle gear that it is claimed will bring the speed up to a mile a minute. It is geared to 250, but one who has tried it says that it requires no more power to drive it than one of 90 gear. The chain is dispensed with and an intermediate cog wheel is introduced whose rim revolving on ball bearings engages with the rear sprocket. This gear is very simple and may be covered, tion, so as to be rather ornamental than otherwise.

Spinning Silk from the Spider.

M. Cachot, a Frenchman, has devised delicate machinery for extracting the silken filament from the spider. The end of the web is caught while it is still attached to the spider, and the little machine is set in motion. The spider does not seem to mind having his web pulled off, and the movement is continued until it has completely surrendered its shining fiber. It is then released and put aside and fed until it has recuperated its powers, and a fresh spider attached to the gear. M. Cachot intends establishing a large factory near Paris.

Hall Caine's Latest Novel.

Hall Caine, the novelist of the Manxmen, whose pictures of life are noted for their brilliancy and somberness, has written another novel, "The Christian," which is pronounced his greatest work. While "The Christian" is not a purpose novel, the author has aimed to set forth certain types, conditions and influences that he discerns in the social and religious life and purposes of England and America, but preaches no gospel of reform, nor does he offer any solution for the questions he raises. It is a powerful satire, and is likely to raise a protest from certain quarters.

A Hapsburg Marries a Commoner.

The royal houses of Europe felt a great shock recently when it was reported that the Archduke Franz Ferdinand, heir presumptive to the throne of Austria, had married the housekeeper of Herr Krupp, the celebrated German gunmaker, a beautiful and accomplished woman, but a commoner. That the blue blood of the Hapsburgs should be allied with that of common folk is considered almost incredible by the prince's family and it is said it is likely to throw the succession to Ferdinand's brother, Otto. Ferdinand is a nephew of Emperor Francis Joseph. The death of his cousin Rudolph, who committed suicide, and of his father left him heir to the throne. He is thirty-three years old, and very wealthy.

How a Broken Neck was Mended.

On July 5 last a milkman's horse ran away at Fort Hamilton, N. Y., and he was thrown out on his head—result a broken neck. Now it used to be said that a man with a broken neck must die; but the surgeons have learned a great deal in recent years. They fastened an iron affair, shaped like a goose neck, to the unfortunate milkman's back. The rod ran up and braced the back of his head. Then they passed a strap under his chin and drew it around his face to the top of his head, where it was fastened to the iron rod. This affair held his head back and strengthened his neck. A strap was put under his arms. This strap and the ones running around his face and under his chin were attached to a hook in the center of the ceiling, and he was hoisted in the air until his feet were off the ground. He hung there thirty-five minutes. All the while he could feel his neck stretching and the bones moving, but there was no pain. Then the surgeons put on a plaster cast, but he tore it off at the end of two days. His head remained in the sling for a long time. He has now fully recovered; at times he has cold legs, but his neck is sound.

The President of Uruguay Assassinated.

J. Idiarte Borda, president of Uruguay, was shot and killed recently as he was leaving the cathedral, where a Te Deum had been sung in commemoration of the seventy-second anniversary of the independence in this republic. His four years' term as

president would have expired in March, 1898. He is charged with fomenting for his personal benefit, the revolution that has been going on in that country for some time, that he was connected with a firm that was engaged in equipping the government troops, from which he derived a handsome revenue, and that he had made an immense fortune since he was elected to the presidency. What sort of anarchy will exist until the next president is elected only time can tell.

More Light on Polar Geography.

The polar expedition of F. G. Jackson, financially backed by A. C. Harmsworth, arrived at London, Sept. 3, after a memorable voyage by which the idea of the geography of the region around Franz Joseph Land has been entirely changed.

The much discussed Gillis Land does not lie where arctic geographers have been in the habit of placing it, therefore it may be considered non-existent. Mr. Jackson failed to see Oscar Land and is convinced there is no great land northwest of Franz Joseph Land. He regards the existence of Petermann Land doubtful, and in any case says it must be small.

Instead of a continental mass of land there are a vast number of small islands; in place of lofty mountains there are long ridged hummocks and ice packs, and north of these was found an open sea.

These alterations of the map render the prospect of reaching the north pole from Franz Joseph Land more than doubtful, as the returned explorers are satisfied there is no land north of 82 degrees.

They did not see anything of Andree, who started on July 11 in a balloon for the north pole. Valuable observations in meteorology, magnetism, and geology were made; and botanical and zoological collections were brought to England.

The New Librarian of Congress.

John Russell Young has been appointed librarian of Congress in place of Ainsworth R. Spofford, who has held the position for thirty-three years. Mr. Young's acquaintance with public men is very large, ranging back to war times when he was correspondent of the Philadelphia "Press." He accompanied General Grant around the world in 1877 as correspondent of the New York "Herald," and was minister to China from 1882 to 1885. Mr. Spofford's retirement was at his own request, as, on account of advancing years, he did not feel able to stand the work and worry of selecting and organizing the increased library force and installing the library in its new home. Mr. Spofford will remain in the library as Mr. Young's first assistant.

King Mwanga, of Uganda, lately organized a rebellion against British authority in Uganda, but was defeated and fled to German territory, where he is now a prisoner.

The Austrian government has asked for damages for the killing of Hungarian workmen at Hazleton, Pa., by the sheriff's posse. It is said that Germany and Russia will also put in claims.

The skeleton of a mastodon was unearthed six miles northwest of Waterloo, Ind., Sept. 14. The tusk, allowing for the part that had crumbled away, was fifteen feet long. One tooth weighs about five pounds. The standing height of the animal was eighteen feet.

The great coal strike does not appear to be over yet. On Sept. 10, while three thousand foreign miners were raiding non-union men at Latimer, Pa., they were fired upon by a sheriff's posse, and about a score were killed and many wounded. The governor immediately issued a call for troops. The strikers had been granted a small advance in wages, but it did not satisfy them.

Spain has seen with alarm the piling up of claims by Americans for damages to property in Cuba during the insurrection on that island. As an offset she proposes to claim damages on account of filibustering expeditions that have left the United States, and that she claims our government has not taken proper measures to prevent.

The returns from the states of Venezuela show that Gen. Ygnacio Andrade has been elected president by a large majority. He is the friend and ally of president Crespo, and all of the latter's influence was used in his behalf. Gen. Andrade is fifty-eight years old, and is the son of Gen. Jose Andrade, one of Venezuela's famous figures. His brother is the Venezuelan minister to the United States.

The admission of Senator Chandler, of New Hampshire, that the discriminating clause was smuggled into the tariff bill and passed along with that measure, again calls attention to a great evil of legislation. Legislators present bills to accommodate their constituents, and do not know, or do not care much, what their substance may be, so long as they strengthen their political hold. Errors entirely changing the scope and character of several bills were made by the New Jersey legislature at the late session, and one of them required the calling of the legislature together in extra session to make the necessary correction. The remedy is to elect men of more ability and honesty to the legislature. This can be done by taking the nominating machinery from the control of the bosses; it can and will be done.

Letters.

Modeling and Wood Carving.

By Herbert Myrick.

Some of the applications of the principles worked out by Prof. Tadd at the Philadelphia industrial art school were briefly stated in *The Journal* recently. It was shown that the basis of the method is to train both hands to obey automatically and accurately the trained eye is doing whatever the brain wants done. The first steps are exercises in drawing with both hands, and then designing the original creations of the mind.



Unfinished Carving.—Original design and carving by grammar grade boy.

In unison with the above training clay modeling is introduced. Here the young student has practice in the harmony of proportion and correct relief, in the round, as well as practice in using the hands and muscles to accomplish desired results with plastic substances. One has only to visit such a school as that pictured to realize the value of this training. Here the continuous and simultaneous use of both hands is still part of the training. But even more is the eye educated in artistic accuracy. Not only is artistic and industrial judgment attained, but in due course the mind creates the designs the hand and eye are to model or pattern.

In other words, as the facility of hand and eye is acquired that enables one to model correctly, the next thing is to make a pattern of what is in the mind, instead of merely imitating some model. A carving

made by a grammar school boy is shown.

At the same time, the student takes up wood carving, in which the previous training, whereby the hand has been taught to obey the mind and eye in work that involves but little resistance, is carried forward again in rough material (oak). The muscles and judgment are here trained to work together in overcoming the resistance of chisel and wood in such a way as to produce a perfect result. Selections from a great variety of carvings made by young boys and girls are given. Such work could never have been done except by training, which causes the hand and eye to obey the mind in any task.

The League of the Red, White, and Blue.

Within the last few years the spirit of patriotism has experienced a revival which has had an influence upon the school, the church, upon social life, and upon almost every enterprise in which Americans engage, and commendable efforts have been made by organized bodies to foster patriotism. The Grand Army of the Republic, the National Guard, and its associations in various states, and the hereditary societies, which alone number more than forty, have for their main purpose the promotion of patriotism. The movement to include military instruction in the school curriculum has the same motive for its origin.

One of the manifestations of this patriotic spirit is the organization of the League of the Red, White and Blue, in public school No. 75, Brooklyn. Its aim is to inculcate patriotic thought through the study of the literature of patriotism, to which too little attention has hitherto been given by Americans.

It will be found that in an attempt to sing our national lyrics from memory, very few composing an assembly are able to continue beyond a first stanza. This could not be said of the people of many foreign countries, and it should not be true of Americans.

In the belief that much might be done to change these conditions, and believing, also, that whatever is done should begin with the young, if there is to be a more thorough study of our patriotic selections, the founder of the league offered a diploma to all pupils in the school with which he is connected, who would study and write from memory, in the presence of a teacher, the following poems: "America," "The Star-Spangled Banner," "The Flower of Liberty," "The Red, White, and Blue," "Hail, Columbia," and "The American Flag." As a further inducement to effort, it was proposed that those who had earned the diploma should be entitled to the distinction of belonging to a society, to be known as the League of the

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P. V. N. Myers, Author of Myers's General History, Univ. of Cincinnati, O.:
Thomas's History of the United States impresses me as being a thoroughly good piece of work. I shall recommend the book.

Edward G. Bourne, Prof. of History, Yale University, recently of Adelbert College, Cleveland, O.:
Thomas's is the most serviceable single volume on the whole period of United States History.

A. B. Hart, Prof. American History, Harvard University:

As a book to be taught, to be studied, and to keep for reference, it deserves much praise.

Hon. Henry Sabin, State Supt. of Public Instruction, Iowa.

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Red, White, and Blue. These proposals were received with an enthusiasm which was exceedingly gratifying. In 1896 the pupils began work. They were willing to come early and to remain after the school session to perform their self-imposed task. They cheerfully complied with the conditions, and showed a surprising interest in the poems. That enthusiasm has not abated. They respond readily to every effort to instil in them a love of country and admiration for the flag. Ample time is given them for the work demanded. A pupil is not required to write more than one selection at a sitting. The work, in the estimation of the teacher, must be excellent, or the paper is destroyed and the writing must be done again. On the completion of each poem, the teacher signs a certificate that the work is satisfactory. When all the certificates are signed the candidate holds the evidence of his right to the diploma of membership in the league.

The Washington Chapter was organized on June 15, 1896, Flag day being Sunday, the 14th. One hundred and forty-four pupils had qualified for membership, all belonging in grammar grades excepting three, who were from the highest primary grade. Each candidate received a diploma and a copy of the League Book of the Poems.

Accessions to membership are made twice each year, in February and June. The Washington Chapter now contains 208 members. The officers of a chapter are a regent and one or more vice-regents. The regent organizes the chapter. The vice-regents teach the poems and certify to the work of the candidates. In No. 75 the Washington Chapter has the following officers: Regent, Miss M. H. Bartlett; vice-regents, Miss M. H. McCabe, Miss H. A. Sullivan, Miss A. E. Hart, Miss A. Hagelstein, Miss P. G. Plumer. Mrs. E. Winters, Miss L. E. P. Atkinson, and Miss C. J. Coles.

The Hamilton Chapter was organized in grammar school No. 5, New York city, on Feb. 11, 1897, Miss E. C. Schoonmaker, regent. A Liberty Chapter at Mt. Holly, N. J.; a Lincoln Chapter at Davenport, Ia., and others in Michigan and California have been organized.

The league has the indorsement of the president of the American institute of civics, Dr. H. Randall Waite, and the co-operation of the American Guards. Inquiries come from every section of the country concerning the objects of the new society.

Now is the time to begin work with the poems. No pupil should be permitted to complete the grammar school work without a study of these poems.

Not the least among the sources of encouragement is the interest manifested by children of foreign-born parents. There is no escape from the responsibility which rests upon all Americans to do their utmost to help to a knowledge of true citizenship those who have adopted America as their home. Without confidence in, and love for, country, there can be no true citizenship. Love of country is not a mere sentiment to be indulged; to cultivate the patriotic spirit is a duty we owe to our race. Washington touched the keynote in his farewell address when he said: "Citizens, by birth or choice, of a common country, that country has a right to concentrate your affections."

To inspire others to patriotism is the most effective way to kindle and intensify that spirit in ourselves. Upon this work, to a great degree, must depend the loyalty of those who, in the next generation, will control the political condition of our country. The league is dedicated to the future patriots of our republic, the school children of America, and its purposes and requirements need only to be set before these future patriots, both girls and boys, to be earnestly adopted as their opportunity to prove a love of country. The poems are printed and bound in a book, with full information concerning the league.

The appearance of Hinds & Noble's New Testament Lexicon and the first volume of the Interlinear Old Testament have been delayed by their decision to add to the former a complete presentation of the synonyms of the Greek Testament; and to the latter, the tables of the Hebrew verb. These additions have been completed, and both books are now in the binder's hands, and there is every prospect of their being ready before the middle of September.

Leach, Shewell & Sanborn have received the contract for furnishing algebras to the new high schools of New York city.

Books.

The conclusions of experienced teachers drawn from experiments with primary children, as given by Mary R. Alling-Aber in "An Experiment in Education," will be interesting and profitable to teachers everywhere. These experiments were made in a private school in Boston, Mass., and in a public school at Englewood, Ill., in order to see how far the prevalent customs as to matter and method of teaching children are responsible for the unsatisfactory state of the mental life of adults. Lessons were given on reading, writing, spelling, geography, physics, botany, literature and history, added to which was an industrial experiment. Among the results obtained were the following: The children learned to ask serious questions. They learned that opinion without knowledge is folly. They became fond of mental activity. Their habits of thinking improved. Their perceptions became almost unerring. Memory became active and generally true. Imagination was vivid and healthy. There was a beginning made in the habits of independent examination of any matter. In waiting for nature to answer questions, they gained their first conception of what law means. The main idea underlying the experiment was "that children must be at once introduced to real knowledge, be given something worth their efforts, and treated as rational, natural human beings who ought not, even if they could, be made to greatly care for the symbols and shows of learning in the absence of the real substance, nor led to imagine that they were being mentally and morally nourished—that is, educated—when fed on chaff mainly." It is a most helpful and thought-stimulating book. (Harper & Brothers, New York.)

In the volume entitled "A Few Familiar Flowers" Margaret Warner Morley has shown how the study of botany may be taken up and studied successfully. The plants selected were the morning-glory, nasturtium, jewelweed, and geranium, because of their abundance, availability, lateness of blooming, and because of their development in relation to insect fertilization, origin of name, manner of blooming, and many other interesting facts are woven in with the lessons. The teacher need not pursue the lessons just as here given; she will find suggestions and material enough to adapt to the needs of her school. The illustrations are abundant. (Ginn & Co., Boston.)

John Habberton, the author of that little book, "Helen's Babies," has written another story that contains much comedy of a similar nature, entitled "Trif and Trixy." The author calls it "a story of a dreadfully delightful little girl and her adoring and tormented parents, relations, and their friends." Whether at home entertaining her sister's beau or at Old Point Comfort, getting the admiral and other officers into difficulties by her proclivity for telling what she ought not to, she is the same provoking and adorable little witch, whom her fond parents alternately scold and caress. The book would make a delightful acting comedy. (Henry Altemus, Philadelphia.)

The study of geography is a many-sided one—a fact which was not fully realized a generation or two ago. The breadth of the field covered by it is now generally understood, and hence the call for books like "Our Industries—Fabrics" in the series of Teachers' Help Manuals. It is from the pen of Albert E. Winship, editor of the "New England Journal of Education," and gives in form suitable for use in the school-room facts relative to the wool, cotton, silk, and linen industries. The matter is descriptive, historical, and statistical, and brief biographies are given of those who have invented labor-saving machinery. Questions at the end of chapters will greatly aid in reviewing. The book has numerous illustrations. (New England Publishing Co., Boston and Chicago.)

The Pollard Series of text-books have been adopted at Lincoln, Neb.; Nevada, Clarinda, and Brighton, Iowa; Allentown, Lock Haven, Tyrone, and Northumberland, Pa.; Dorrance, and Nescopeck boroughs, Luzerne county, Pa.; Harrison township, Allegheny county; North Huntington township in Westmoreland county, Pa.; Berkeley county, W. Va.

The following places, which have been using the Pollard Series of text-books one year or longer, are this year adding the Advanced Speller of this series, which is just out: Beaver Falls, Columbia, Shamokin, Duncansville, Beaver, Wilkes-Barre, Berwick, Catawissa, White Haven, Kingston, West New Castle, and Middletown, Pa.; Mead township, Warren county, Pa.; Washington, N. J.; and St. Rose's Parochial school, Meriden, Conn.

"Only nervous" is a sure indication that the blood is not pure. Hood's Sarsaparilla purifies the blood and cures nervousness.

Literary Notes.

Dr. Thomas Dunn English, whose book of "Fairy Stories and Wonder Tales" is to be published this autumn, is living in New Jersey, vigorous and active still though at a very advanced age. Dr. English was for many years a resident of Washington, where he was a striking character in political and social life. The tradition in the capital is that when he was in his prime he once administered a sound thrashing to Edgar Allen Poe for a supposed insult to a lady.

Col. George E. Waring, Jr., contributes to "McClure's Magazine" for September an article on "The Cleaning of a Great City," that to readers who have not carefully considered the subject will be simply a revelation. Reciting the story of his own experience as commissioner of street cleaning in New York city during the last two years and a half, Col. Waring demonstrates that it is quite possible, at comparatively small cost, to keep the streets of a great city as clean and wholesome as a well-kept house.

G. P. Putnam's Sons announce that they will include in their series of the Writings of the Fathers of the Republic, "The Works of Samuel Adams," edited by Harry Alonzo Cushing.

It will be of interest to all who advocate the use of a song book, combining good music with good literature, to learn that the "Riverside Song Book," published by Houghton, Mifflin & Co., has been regularly adopted for use in the schools of Utah for the next five years.

Miss M. L. Warren, of Detroit, Mich., has prepared a book that should prove very popular with primary teachers. It is entitled "From September to June with Nature," and is adapted to the needs of first and second year pupils. A series of charming sketches in nature studies, beautifully illustrated, and adapted to the varying seasons, makes a book such as every school ought to use. The publishers are D. C. Heath & Co., of Boston.

Ginn & Co. have in preparation Milton's "Lycidas," edited with notes, by John Phelps Fruit, Ph. D. To arouse, to stimulate, and to direct the spirit of inquiry in the study of "matchless lyric," the notes,

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for the most part, take the form of questions. Nothing is told the student outright. First, he is put in the way of finding out for himself, from easily accessible sources, the information and data necessary for an appreciative study of the poem. Next, especial attention is given to the poem itself as a piece of literary art, and such a search for æsthetic principles is instituted as, it is hoped, will engage the art impulses of the student.

Thompson, Brown & Co. announce a new series of vertical writing books: "The Duntonian Vertical." This series has been in careful preparation for several months. The author, who has made instruction in penmanship and the preparation of writing-books a life occupation, after close study of the subject, has here presented a series with special features of great teaching value.

"Stories of Insect Life," by Prof. Clarence Moores Weed, D. Sc. (Ginn & Co.) treats of the more interesting common forms of spring and early summer. The story of the life of each is told in a simple way, rendering the book especially desirable for children to read in connection with nature studies of insects. It is designed to give information to the child regarding the lives of the insects, and to stimulate pupils to fuller observation of insects out-of-doors. The species treated of include the tent caterpillar, cabbage worm, antiopa butterfly, yellow butterfly, ant lion, May beetle, lacewing fly, flower spider, and various other common forms.

Probably no event in English history is of more interest on account of the peculiar circumstances surrounding it than the celebrated gunpowder plot. A fellow of Merton college, Oxford, has investigated the historical evidence concerning it and written a book which he entitles "What the Gunpowder Plot Was." Englishmen and Americans who are studying English history will here find their queries in regard to the plot fully answered. (Longmans, Green & Co., New York. \$1.50.)

A Clever and Amusing Book.

A very interesting and amusing book is being sent out to teachers, free of charge, by the Joseph Dixon Crucible Company, Jersey City, N. J. It contains some extracts from the "History of a Lead Pencil" published by the Dixon Company some time ago, the difference anatomically and physiologically between cows and horses which every teacher who has spent a summer in the country will recognize, but which not one in ten thousand could tell off hand. Besides this, there are some beautiful answers by a Persian pupil, some test sentences that will require a very glib tongue to repeat, witty anecdotes, some mathematical curiosities and the art of making "magic squares" which so greatly interested that "model of practical wisdom," Dr. Franklin. The illustrations in the little brochure are also interesting to all pencil users. The little volume ends with:—

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Railways for Ordinary Vehicles.

Some time ago was published a general discussion of the advisability of laying steel tracks on country roads for the use of ordinary vehicles. It appears that the general government is now experimenting along the same direction. Says "The Engineering News," July 15: "The steel country rounds, with which the United States department of agriculture is now experimenting, will practically be constructed as follows: the present design calls for an inverted trough-shaped steel rail, with a slightly raised bead on the inside, and 8 inch tread and 7-16 inch thick. These rails would be bedded in gravel laid in well-drained trenches, and the rails would be tied together at the ends and at the middle. On grades the rails would be indented slightly to prevent the horses slipping on the rails; the joints would be made stronger than the rail to prevent 'low joints,' and to prevent the formation of ruts alongside the rails each joint would form a 'remount' for the wheels. The advantage claimed for these steel roads is the reduction in traction from 40 pounds per ton on macadam to 8 pounds on the steel rails. The materials for the heavier class of steel roads of this design will cost about \$3,500 per mile in small quantities. The amount of material required is less than 100 tons per mile, and long lines could probably be built for \$2,000 per mile. The lighter type of road only requires 50 tons per mile and would cost about \$1,000 per mile. These prices are exclusive of grading and track-laying." It may be added that the bicyclist would find these rails the best cycle paths imaginable.

Colors of the Races.

The colors of the different races depend upon the pigment in the epidermis, especially in its deeper strata. M. Breul, a recent French authority, finds, according to "Science," that the coloring matter is in the interior of the epithelial cells, "while even in the negro the intercellular spaces are white. The pigment itself may be quite black, or of any shade up to a light yellow. It may be confined to the nucleus, or extend over the cell. A close examination shows that it is distributed in

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patches over the skin, between them the tissues being colorless. This is true even of the black races, although in them the patches are close together and may not be discernible unless the skin is stretched. This distribution of the coloring-matter is the same in all races, and its actual amount is probably the same, the difference in hue resulting from the darker or lighter character of the pigmentary grains."

Isaac Pitman & Sons, 33 Union Square may well be proud of the fact that three teachers of the Isaac Pitman shorthand, have been officially appointed as instructors of that subject in the three new high schools of New York city. This system is also daily being introduced into some of the best and largest schools in the country, and among which may be mentioned the old-established Eastman business college of Poughkeepsie, N. Y. Other schools having lately adopted this system are, the public schools of Salem, Mass.; the Plainfield (N. J.) high school; Danvers (Mass.) high school; Scottsburg (Va.) normal college; State Agricultural and Mechanical college, Greensboro, N. C.; Whitesboro (Tex.) normal college; Female college, Statesville, N. C.; Fresno (Cal.) Business college, and Wood's New York school of business and shorthand.

Who the "Mad" Mullah is.

The "Mad" Mullah of Hadda, who is making so much trouble among the frontier tribes of India, was at one time a friend and ally of a still more celebrated Moslem priest, who was one of the leaders in the Afghan war. This Mullah Khalil endeavored to secure a revolt of the Mohmuds at that time, but failed. He gave the new ameer a good deal of advice, which the latter did not altogether fancy. The result was that the present mullah was summoned to Cabul and placed under surveillance and, according to report, was to be tried on a charge of Moslem heresy. In some way, however, he made his escape or was released; at any rate, he is now in the

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lower part of the Chitral doing his best to stir up the Mohmunds and the Afridis. It is reported that he has gathered together quite a sum of money, where from it is not definitely stated, wherewith he pays the soldiers a daily wage. As to his reported relations with the ameer, it is generally believed that the latter is jealous of the mullah's power, and would not be unwilling to see him lose prestige. Should he fail in this attempt, he will probably withdraw to the Swat valley, as yet almost unexplored in its upper part, the entrance being along a very narrow road between a precipice and a cliff.

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Inter-State Fair at Trenton, September 27, 28, 29, 30, and October 1.

The great Inter-State Fair at Trenton grows more extensive and important each recurring year, and the exhibition to be held on September 27, 28, 29, 30, and October 1 promises to be unusually comprehensive and attractive. Every department will be replete with interesting and instructive displays. The blooded stock exhibit will be particularly fine, and the daily program of races contains the speediest classes obtainable. Circus acts of rare merit and daring, and vaudeville entertainments of all kinds will be presented.

The large purses offered in the manifold exhibits and contests insure unusual efforts in the endeavor to prove superiority in the various departments.

The Pennsylvania Railroad Company, as is its yearly custom, will sell excursion tickets on this occasion at greatly reduced rates from stations within a wide radius, and special trains over the New York, Belvidere and Amboy divisions will be run through to the grounds. The tracks of this company run direct to the Fair Grounds, thus avoiding street-car transfer, and are the only ones within three miles. The management of the Fair has put forth extraordinary efforts to make this year's exhibition the greatest ever given.

In sections of the country where available, the farmers are using the electric current to furnish power to run their threshing machines. Many barns have been destroyed by sparks from the steam engines, and it is thought by means of electricity this danger will be avoided.

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